

## DOCUMENT RESUME

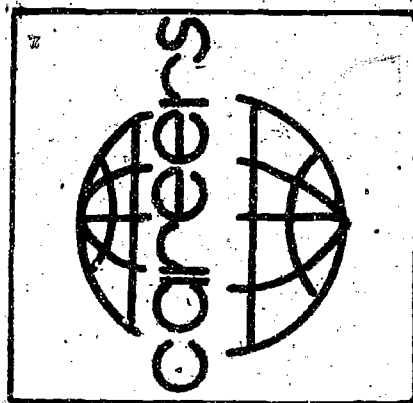
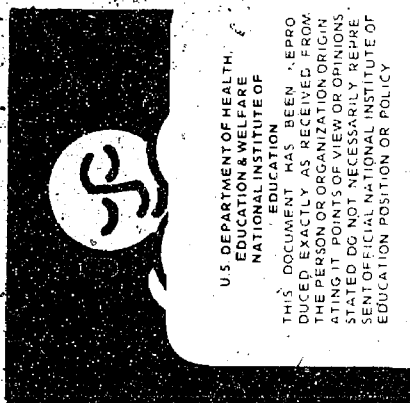
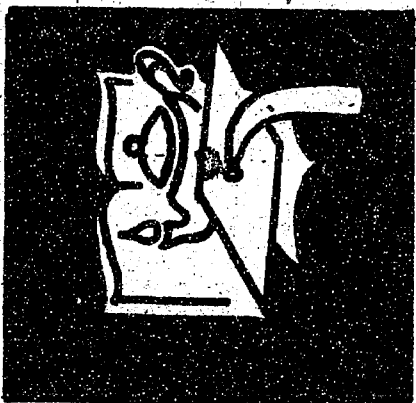
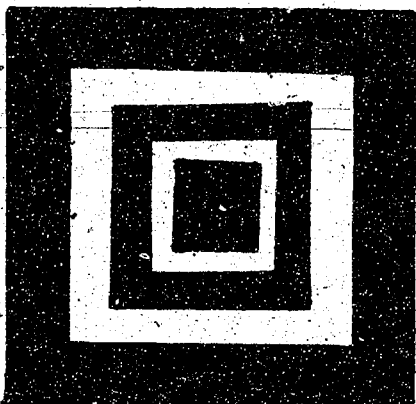
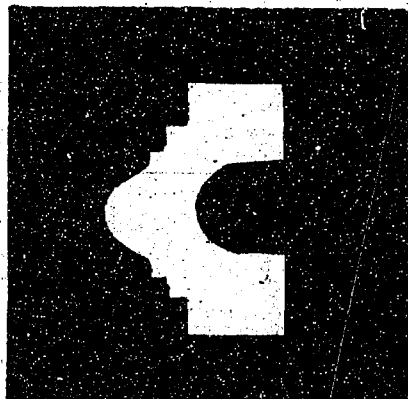
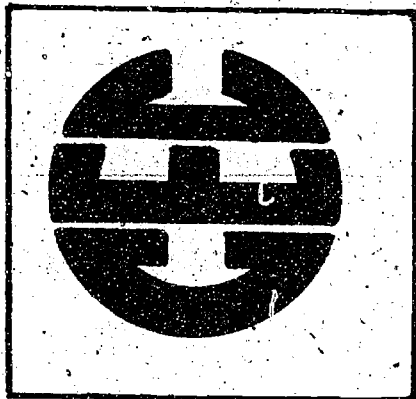
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**ABSTRACT**

The purpose of this curriculum guide is to help the teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teachers' additions, deletions, notes and criticisms which will be useful when the guide is revised. The one quarter course guide is arranged in vertical columns relating the curriculum concepts to: curriculum performance objective, career information, suggested teaching methods, and audio-visual and resource materials. Occupational information for fourteen different occupations includes job duties, education requirements, salary range, and employment opportunities. The guide closes with: suggestions for teaching-learning activities, career development concepts, occupational clusters, an extensive bibliography, periodicals, additional sources, and audio-visual source information. (DS)



Career - Curriculum Guide  
 CAREER EDUCATION CENTER  
 HARLANDALE INDEPENDENT SCHOOL DISTRICT  
 3706 ROOSEVELT  
 SAN ANTONIO, TEXAS 78214

MEX. AM. STUDIES



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**SAN ANTONIO, TEXAS**

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The opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education or the Texas Education Agency, and no official endorsement should be inferred.

MEXICAN AMERICAN STUDIES

CURRICULUM GUIDE

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Miss Mary E. Daunoy - Secondary Consultant

Mr. Hardy D. Cannon - Social Studies Department Chairman

Mrs. Godelle Loveless - Audio-Visual Coordinator

Mr. Mario Torres - Teacher

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## Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

*C. N. Boggess*

C. N. Boggess, Superintendent  
Harlandale Independent School District

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## PHILOSOPHY

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the pathway to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

Hardy D. Cannon  
Social Studies Department Chairman  
Harlandale Independent School District



## WHAT IS HISTORY?

"History is past politics, and politics present history." --Sir John Robert Seeley

"Man has no nature, what he has is.... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." --

Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the present, who is ignorant of the past, and no People who are indifferent to their past need hope to make their future great." --Anon.

"Human history is in essence a history of ideas." -- H.G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo  
Social Studies Consultant,  
Career Education Center  
924-8272 or 922-3841

MEXICAN AMERICAN STUDIES

(a one quarter course)

CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p><b>SPANISH HERITAGE</b></p> <ul style="list-style-type: none"> <li>- Explorers</li> <li>- Conquistadores</li> <li>- Dual frontier</li> <li>- Indians</li> <li>- Migration to Southwest</li> <li>- Mexican independence</li> </ul>	<p><b>CONCEPT:</b></p> <p>The accumulation of stories and legends from throughout history is an important contribution to historical knowledge and understanding. Those who research, analyze, and evaluate such information are called historians.</p> <p><b>OBJECTIVE:</b></p> <p>The student should be able to participate in a class discussion about the contributions of historians.</p>	<p><b>HISTORIAN:</b></p> <ol style="list-style-type: none"> <li>1. Historians are primarily engaged in teaching, research, or writing. Some historians are archivists. They identify, preserve, and make available documentary materials of historical value.</li> <li>2. A graduate degree is usually necessary for a position in this field.</li> <li>3. A historian working for the government usually makes from \$6,500 to \$20,000. Those working in colleges and universities make about \$7,000 to \$18,000.</li> <li>4. There are approximately 15,000 people employed as historians. Employment in this occupation is expected to increase rapidly in the 1970's.</li> </ol>

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"> <li>On a map have students trace the area covered by Nunez Cabeza de Vaca.</li> <li>Assign different students to give short reports to the class on such topics as - The Virgin of Guadalupe, Padre Jose Mana Morelos, and Emperor Agustin I of Mexico.</li> <li>In a class discussion, have students speculate as to the effects of the Mexican Independence on the northern border-lands and its settlers.</li> </ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"> <li>Ask a historian to speak to the class.</li> </ol>	<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"> <li>Harlandale Audio-Visual Center: filmstrips with records- M-55(PR-269) The Aztecs and Cortes M-52(PR-267) Mexico - The Land and its History filmstrips- E-40 Story of H. DeSoto E-34 Coronado. E-33 DeLeon and DeSoto</li> <li>Education Service Center, Region 20: 16mm films- 6004 Fourteen Ninety-Two, part 2. 8892 The Spanish Explorers 4862 Spain in the New World - Colonial Life in Mexico</li> <li>San Antonio Public Library: 16mm film- Spanish Influence in the United States</li> </ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"> <li>School Counselor or Librarian: SRA Occupational Brief # 377 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></li> <li>Write to: American Historical Association 400 A Street, S.E. Washington, D.C. 20003</li> <li>Harlandale Audio-Visual Center: magnetic tape- Mag.T. Historians</li> </ol>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p><b>ANGLO SETTLEMENTS</b></p> <ul style="list-style-type: none"> <li>- Louisiana Purchase</li> <li>- Moses Austin</li> <li>- Manifest destiny</li> <li>- Nativism</li> <li>- Tejanos</li> <li>- Frontier</li> </ul>	<p>The student should be able to perform the following activities:</p> <ol style="list-style-type: none"> <li>1. In a one page paper, discuss the Spanish concern over American Acquisition of the Louisiana Territory.</li> <li>2. Briefly outline the important aspects of manifest destiny.</li> <li>3. Name four land grants to Anglo Americans by the government of Mexico.</li> <li>4. In two or three paragraphs, discuss the importance of Santa Fe Trail to the economy of New Mexico.</li> </ol>	<p><b>CONCEPT:</b></p> <p>With new arrivals, new settlements were springing up and the surveyor was in great demand. Today, new shopping centers and subdivisions make surveyors in great demand.</p> <p><b>OBJECTIVE</b></p> <p>The students should be able to name at least four areas of construction in which a surveyor's services would be necessary. Example: dams.</p>	<p><b>SURVEYOR:</b></p> <ol style="list-style-type: none"> <li>1. A surveyor primarily has the job of determining the exact measurements and location of points, lines, etc. on or near the earth's surface.</li> <li>2. After high school graduation, a person interested in surveying would need to take some post-secondary school courses in surveying and then go through an extensive on-the-job training program.</li> <li>3. Surveyors working for the federal government make around \$7,300 to \$12,000 +. Those working in other areas make about the same.</li> <li>4. There were about 50,000 surveyors employed in 1970. Approximately 5% of these were women. The outlook in this field is good.</li> </ol>



SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"><li>1. Have the class debate the topic: "The Anglo-Texans should or should not have remained loyal to the Mexican government."</li><li>2. Assign a group of students to do a biographical report to the class on Alonso de Leon, Juan Martin Vidauri, and Martin de Leon.</li><li>3. Have a student research and report to the class on the effects of Yankee clipper ships on trade with California.</li></ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"><li>1. Ask the city or county surveyor to speak to the class about his job.</li></ol>	<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"><li>1. Harlandale Audio-Visual Center: filmstrips- G-54 Age of Filibusters M-93 The Americans Settle in Texas J-10 Louisiana and Texas  filmstrip with record- G-63 S. F. Austin (PR-311)</li></ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"><li>1. Harlandale Audio-Visual Center: tape- Your Future as a Surveyor</li><li>2. School Counselor or Librarian: SRA Occupational Brief # 260 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></li><li>3. Write to: American Congress on Surveying and Mapping 733 15th Street, N.W. Washington, D.C. 20005</li></ol>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p>ANGLO-MEXICAN COLLISION</p> <ul style="list-style-type: none"> <li>- Nueces River Valley</li> <li>- Texas revolution</li> <li>- Mexican War of 1846</li> <li>- Guadalupe-Hidalgo</li> <li>- New Mexico</li> <li>- Arizona</li> <li>- California</li> </ul>	<p>The student should be able to perform the following activities:</p> <ol style="list-style-type: none"> <li>1. List four requirements of Anglo-Texans by the Mexican government.</li> <li>2. In a one page paper, discuss why Mexican politicians were not concerned with problems of the northern areas.</li> <li>3. In a detailed two page report, discuss the important provisions of the Treaty of Guadalupe-Hidalgo.</li> <li>4. Briefly discuss the details of the Bear Flag Revolt.</li> </ol>	<p>CONCEPT:</p> <p>The customs agent at Anahuac, Texas caused problems for the Texans and the Mexicans during this time. We still have agents of the government who inspect and collect duties on imports into our country.</p> <p>OBJECTIVE:</p> <p>The student should be able to name four main problems a customs collector or inspector might encounter in his job.</p>	<p>CUSTOMS INSPECTOR:</p> <ol style="list-style-type: none"> <li>1. The duties of an inspector are varied. He meets all ships, planes, trains, and motor vehicles arriving from foreign countries and inspects passengers, baggage, and cargo of these carriers. He checks the individual customs declaration of each passenger and levies charges on items over the exemption. One of the most important duties of the customs inspector is the prevention of smuggling.</li> <li>2. Those applying for this position must have at least four years of experience in government, business, education, or the armed forces, involving contact with the public. Some college work may be substituted for this experience.</li> <li>* The applicant must be at least twenty-one years old, a United States citizen, and pass the entrance exam.</li> </ol>

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"> <li>1. Have students research and report to class on some of the outstanding Tejano patriots and politicians.</li> <li>2. Have the class appoint a delegation of students to investigate the ethnic background and nationality of the Texas patriots who died in the Battle of the Alamo.</li> <li>3. Have a group of students read Henry David Thoreau's <u>Essay on Civil Disobedience</u>. Explain why it was written and how it was used in the Civil Rights movement.</li> </ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"> <li>1. Arrange to have a government customs agent speak to the class about his work.</li> </ol>	<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"> <li>1. Harlandale Audio-Visual Center- filmstrips- F-1 Sam Houston G-55 Texans Under the Mexican Flag G-56 The Texas Revolution M-94 Texas Wins Its Independence MI-76 Texas and the Mexican War</li> <li>filmstrips with records- G-92 The Alamo (PR-302) G-93 Sam Houston (PR-303) G-94 James Bowie (PR-304)</li> <li>2. Education Service Center, Region 20: 16mm films- 8875 The Texas Revolution, part 2, The Years 1833-1835 8876 The Texas Revolution, part 3, The Year 1836 8880 A Mexican War Diary 8820 Westward Movement - 4, Texas and the Mexicans</li> </ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"> <li>1. School Counselor or Librarian: SRA Occupational Brief # 321 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></li> <li>2. Write to: Bureau of Customs Personnel Division 2100 K Street, N.W. Washington, D.C. 20226</li> </ol>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p><b>ECONOMIC RUIN</b></p> <ul style="list-style-type: none"> <li>- Loss of land</li> <li>- Land grants</li> <li>- Title of ownership</li> <li>- Communal lands</li> <li>- Homestead Act</li> <li>- Squatter's rights</li> </ul>	<p>The student should be able to perform the following activities:</p> <ol style="list-style-type: none"> <li>1. List five difficulties faced by Mexican-Americans who had been granted land under Spanish rule.</li> <li>2. In two or three paragraphs, explain why the Mexican-Americans had trouble with land which was used on a communal basis.</li> <li>3. Define the term <u>squatter's rights</u>.</li> </ol>	<p><b>CONCEPT:</b></p> <p>Many problems arose at this time over ownership of land. Today there are real estate agents and brokers to take care of many of the problems encountered when buying property.</p> <p><b>OBJECTIVE:</b></p> <p>The student should be able to explain the type of work done by real estate agents.</p>	<p><b>REAL ESTATE AGENTS AND BROKERS:</b></p> <ol style="list-style-type: none"> <li>1. Real estate agents and brokers sell, buy, rent and manage land, houses, and commercial buildings. Brokers advertise properties, handle financing and legal details, manage business, etc.</li> <li>2. A high school education is required and some college training is preferred.</li> <li>3. Real estate agents and brokers are usually paid a straight commission. The salaries usually range from \$5,000 to \$20,000 a year.</li> <li>4. The employment opportunities are fairly good.</li> </ol>

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"><li>1. Have a student read the book <u>El Sol del Rey</u> and give a report to the class on the book.</li><li>2. Have students examine the differences and similarities of the Homestead Act and Squatter's Rights in terms of their legality and actual results.</li><li>3. Have students read and report to the class several stories on the fights that took place between squatters and cattlemen and between sheep herders and cattlemen in this territory.</li></ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"><li>1. Ask a real estate agent to speak to the class.</li></ol>	<p><b>CURRICULUM:</b></p> <p><b>CAREER:</b></p> <ol style="list-style-type: none"><li>1. School Counselor or Librarian: SRA Occupational Brief # 169 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></li><li>2. Write to: National Association of Real Estate Boards 36 South Wabash Avenue Chicago, Illinois 60603</li><li>3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Real Estate Salesmen - Broker</li></ol>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p>HISPANO-MEXICAN CONTRIBUTIONS</p> <ul style="list-style-type: none"> <li>- Mining</li> <li>- Sheep husbandry</li> <li>- Ranching</li> <li>- Agriculture</li> <li>- Land grant system</li> <li>- Legal system</li> <li>- Architecture</li> </ul>	<p>The student should be able to perform the following activities:</p> <ol style="list-style-type: none"> <li>1. Name eight words used in the southwest and pertaining to the cattle industry which are of Spanish origin.</li> <li>2. In two or three paragraphs, discuss the importance of dry-land ranching in the south-west.</li> <li>3. Briefly explain what is meant by the "quinto" system for sharing sub-soil minerals.</li> </ol>	<p>CONCEPT:</p> <p>Architecture is an important Hispano-Mexican contribution.</p> <p>OBJECTIVE:</p> <p>The student should be able to name at least four important considerations an architect would have to keep in mind when designing any structure. Examples: safety, purpose, amount of money available, etc.</p>	<p>ARCHITECT:</p> <ol style="list-style-type: none"> <li>1. Architects plan, design, and oversee the construction and renovation of building.</li> <li>2. Architects must have a license for the practice of architecture. In order to receive this license, the individual must have graduated from an accredited professional school and generally have three years of experience in an architects office.</li> <li>3. Those beginning in private industry usually make about \$120 to \$160 weekly. If an architect is well established in private practice, he may make \$25,000 + yearly. Those working for the federal government make around \$8,500 to \$14,700 yearly.</li> <li>4. The occupational outlook in this field is good.</li> </ol>



## CURRICULUM:

1. Have students draw on posters examples of the type of architecture that reflect Mexican influence in the southwest.
2. Have students compile a list of the cities and places in Texas which have a Spanish name as one measure of Spanish and Mexican influence in our state.
3. Have students make or draw a model of the traditional city square or plaza found throughout southwestern cities.

## CAREER:

1. Ask an architect to speak to the class about his work.

## CURRICULUM:

1. San Antonio Public Library:  
16mm film-  
Spanish Influence in the United States
2. Education Service Center, Region 20:  
16mm film-  
8825 Mission of the Southwest
3. Harlandale Audio-Visual Center:  
16mm film-  
16-287 Spanish Influence in the United States

## CAREER:

1. School Counselor or Librarian:  
SRA Occupational Brief # 64  
Dictionary of Occupational Titles  
Occupational Outlook Handbook
2. Write to:  
The American Institute of Architects  
1735 New York Avenue, N.W.  
Washington, D.C. 20006
3. Harlandale Audio-Visual Center:  
magnetic tape-  
Mag.T. Architects  
cassette tape-  
Cas.T.-47 Architect

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p>IMMIGRATION FROM MEXICO</p> <ul style="list-style-type: none"> <li>- Common border</li> <li>- Economic reasons</li> <li>- Mexican revolution</li> <li>- Bracero</li> <li>- Controls</li> <li>- Border patrol</li> </ul>	<p>The student should be able to perform the following activities:</p> <ol style="list-style-type: none"> <li>1. List five industries which use are located along the border between the United States and Mexico which employ "cheap" Mexican labor.</li> <li>2. In a one page paper, discuss the reasons why so many land owners and professional men came to the southwest because of the Mexican Revolution.</li> <li>3. Briefly explain why the immigration quotas passed in 1965 were modified for people from Mexico.</li> </ol>	<p>CONCEPT:</p> <p>There is an extensive network of United States immigration officials at the Mexican border.</p> <p>OBJECTIVE:</p> <p>The student should be able to name at least five states where immigration inspectors are numerous.</p>	<p>IMMIGRATION PATROL INSPECTOR:</p> <ol style="list-style-type: none"> <li>1. An immigration patrol inspector is an officer of the Immigration Border Patrol, a branch of the Immigration and Naturalization Service of the United States Department of Justice. This is the federal agency responsible for the administration and the enforcement of the nation's immigration and nationality laws. The principal duties of the Immigration Border Patrol are to prevent the illegal entry of aliens to the United States, the smuggling of aliens into the United States, and to apprehend aliens who are in this country illegally.</li> <li>2. Normally, there is a continuing demand for inspectors. The Border Patrol numbers around 1,500 men.</li> </ol>

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <p>1. Lead a class in a discussion of the major reasons why so many Mexicans immigrated to the United States since 1900. Ask the students if any of their family or friends among the older generations were part of that migration, and if so, why they came.</p> <p>2. Have students research and report to the class on recent scandals in the Border Patrol's actions toward people from Mexico who have entered this country illegally.</p> <p><b>CAREER:</b> _____</p> <p>1. Ask an immigration patrol inspector to speak to the class.</p>	<p><b>CURRICULUM:</b></p> <p>1. Harlan Dale Audio-Visual Center: filmstrip- G-55 Texans Under the Mexican Flag</p> <p>_____</p> <p><b>CAREER:</b></p> <p>1. School Counselor or Librarian: <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></p>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p>ACCULTURATION AND ASSIMILATION</p> <ul style="list-style-type: none"><li>- Stereotyped farm laborer</li><li>- "Cheap labor"</li><li>- Migrant worker</li><li>- Green card</li><li>- Wetback</li></ul>	<p>The student should be able to perform the following activities:</p> <ol style="list-style-type: none"><li>1. In a one page paper, discuss the myth of docility as it has been applied to the Mexican American and give some examples for its origin.</li><li>2. Briefly explain the purpose of the green card in border towns and how it counters the "wetback."</li><li>3. In two or three paragraphs, explain how migrant workers' children suffer educationally.</li></ol>	<p>CONCEPT:</p> <p>Some Mexican immigrants to the United States become farm laborers.</p> <p>OBJECTIVE:</p> <p>The student should be able to explain how mechanization is eliminating many unskilled farm jobs.</p>	<p>FARM LABORERS:</p> <ol style="list-style-type: none"><li>1. The farm laborer usually works for an individual farmer. He may perform one task or many: plant, cultivate, and harvest crops; clean barns and animal yards; repair fences; haul produce and supplies; etc.</li><li>2. Wages for farm laborers vary according to the type of work held. They usually range from about \$200 to \$262 a month.</li><li>3. The outlook for unskilled farm labor is not good. -</li></ol>

SUGGESTED TEACHING METHODS	AUDIO-VISUAL, AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p>CURRICULUM:</p> <ol style="list-style-type: none"> <li>1. Have students draw cartoons representing stereotypes and prejudices against minority groups. Have them reverse the procedure to illustrate some of the misconceptions that minorities have of the WASP majority.</li> <li>2. Lead the class in a discussion of the concept of "acculturation": its specific implications for Mexican-Americans, the position of those non-conformists who do not wish to abandon their Hispano-Mexican heritage, and the relevance of a minority group by the WASP society.</li> </ol> <p>CAREER:</p> <ol style="list-style-type: none"> <li>1. Ask a farm laborer to speak to the class about his work.</li> </ol>	<p>CURRICULUM:</p> <p>CAREER:</p> <ol style="list-style-type: none"> <li>1. School Counselor or Librarian: SRA Occupational Brief # 41 Dictionary of Occupational Titles <u>Occupational Outlook Handbook</u></li> <li>2. Write to: American Farm Bureau Federation 1000 Merchandise Mart Chicago, Illinois 60654</li> </ol>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE-OBJECTIVE	CAREER INFORMATION
<b>CULTURAL ISOLATION</b>	<p>The student should be able to perform the following activities:</p> <ol style="list-style-type: none"><li>1. In a one page paper, discuss patterns of residential segregation in most cities which lead to the development of barrios or colonies.</li><li>2. Briefly explain the situation concerning the sleepy lagoon case.</li><li>3. Write two or three paragraphs giving his personal definition of what the word <u>pachuco</u> means to him.</li></ol>	<p><b>CONCEPT:</b></p> <p>Many residents in the barrios and colonias need help and assistance.</p> <p>Social workers are available to try to meet these needs.</p> <p><b>OBJECTIVE:</b></p> <p>The student should be able to name at least three areas of specialization for social workers.</p>	<p><b>SOCIAL WORKERS:</b></p> <ol style="list-style-type: none"><li>1. Social workers attempt to alleviate or eliminate social problems, give advice, arrange for medical or financial assistance, refer clients to counseling services, housing facilities, etc.</li><li>2. The minimum educational requirement for social workers is a bachelor's degree. A graduate degree is necessary for certification.</li><li>3. The salaries for social workers range from about \$6,000 to \$15,000 + a year.</li><li>4. There is a shortage of social workers in the United States. There are about 13,000 openings a year in this field.</li></ol>



SUGGESTED TEACHING METHODS

AUDIO-VISUAL AND RESOURCE MATERIALS

TEACHER'S COMMENTS

CURRICULUM:

1. Have students research the amount of participation, as well as the awards for service and bravery, of Mexican American military men in World War II and the Korean conflict.

2. Have a group of students research and report on the reasons for the

so called "Zoot Suite" riots of the 1940's.

3. In a class discussion compare and

contrast a black ghetto and a Mexican American Barrio.

CAREER:

1. Ask a social worker to speak to the class.

CURRICULUM:

CAREER:

1. School Counselor or Librarian:

SRA Occupational Brief # 80  
Dictionary of Occupational Titles  
Occupational Outlook Handbook

2. Harlandale Audio-Visual Center:

filmstrip-  
I-87 Social Service and the Social Worker  
cassette tape-  
Cas.T.-43 Social Worker

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p>MEXICAN-AMERICAN: ORGANIZATIONS</p> <ul style="list-style-type: none"> <li>- Civic activism</li> <li>- Political</li> <li>- Labor unions</li> <li>- Strike</li> <li>- Viva Kennedy! clubs</li> <li>- MALD</li> </ul>	<p>The student should be able to perform the following activities:</p> <ol style="list-style-type: none"> <li>1. In a one page paper, discuss the efforts of World War I to organize agricultural workers in the San Joaquin Valley of California.</li> <li>2. Briefly discuss the objectives of the LULAC organization.</li> <li>3. In two or three paragraphs, discuss the lasting effects of the "Viva Kennedy!" clubs.</li> </ol>	<p>CONCEPT:</p> <p>New jobs were begun due to the creation of labor unions. One of these was the union business agent.</p> <p>OBJECTIVE:</p> <p>The student should be able to list the two primary duties of a union business agent.</p>	<p>UNION BUSINESS AGENT:</p> <ol style="list-style-type: none"> <li>1. Union business agents serve on committees to negotiate contracts and head grievance committees. His other duties vary depending on the local area in which he works. Some other duties might be to sign new members, represent the union in community activities, supervise office staff, etc.</li> <li>2. The requirements vary, but a high school education is usually the minimum.</li> <li>3. Business agents earn an average of \$10,000 or more a year.</li> <li>4. The employment outlook in this field is fairly good.</li> </ol>

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"> <li>1. Have the class compile a list of Mexican American organizations in San Antonio. They should investigate the purpose and activities of these organizations and attempt to determine how successful they have been in their efforts. The class should develop a chart showing the name, location, purpose, director, general activities, etc. of these organizations for San Antonio and south Texas.</li> <li>2. Have students research in newspapers why there is such opposition to MALD (Mexican American Legal Defense).</li> </ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"> <li>1. Ask a local union business agent to speak to the class about his work.</li> </ol>	<p><b>CURRICULUM:</b></p> <p style="text-align: center;">↪</p> <p><b>CAREER:</b></p> <ol style="list-style-type: none"> <li>1. School Counselor or Librarian: SRA Occupational Brief # 393 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></li> <li>2. Write to: American Federation of Labor and Congress of Industrial Organizations 815 Sixteenth Street, N.W. Washington, D.C. 20006</li> </ol>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICAN-AMERICAN: PUBLIC FIGURES	The student should be able to perform the following activities:	CONCEPT:  Lee Trevino, a Mexican- American, is an outstanding professional athlete in the field of golf.	PROFESSIONAL ATHLETES:  1. Professional athletes may play in the following areas: baseball, football, basketball, hockey, tennis, golf, bowling, boxing, wrestling, etc.
- Elective offices	1. List four locally elected officials who serve in the Texas legislation.		2. High school and college is helpful for most sports and especially for other employment when the athlete career is over.
- Executive appointments	2. Name two United States ambassadors who were Mexican American.	OBJECTIVE:  The student should be able to name some advantages and disadvantages of being a professional athlete.	3. Salaries are quite varied in profes- sional athletics.
- Judiciary	3. List three nationally known educators of Mexican American descent.		4. There are few opportunities in this area, and the competition is heavy.
- Education	4. Name three San Antonio Mexican Americans who have gained recognition as artists.		
- Sports			
- Others			

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <p>1. Have one or two students meet with one of the local artists. They might ask the artist to visit the class with a sample of his work and to make a short presentation on art in San Antonio; however, an interview will also be satisfactory.</p> <p>2. Divide the class into two sections to prepare political biographies on two of San Antonio's most well-known Mexican American politicians: congressman Henry B. Gonzales and former state senator Joe J. Bernal.</p> <p><b>CAREER:</b></p> <p>1. Ask a professional athlete to speak to the class.</p>	<p><b>CURRICULUM:</b></p> <p>1. Harlandale Audio-Visual Center: filmstrips with cassette tapes-Spanish-American Leaders of 20th Century America (series of 8)</p> <p><b>CAREER:</b></p> <p>1. School Counselor or Librarian: SRA Occupational Brief # 36 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></p> <p>2. Magazine: <u>Sports Illustrated</u> 9 Rockefeller Plaza New York, New York 10020</p> <p>3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-57 Golf Professional</p>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p><b>MEXICAN-AMERICAN: ACTION GROUPS</b></p> <ul style="list-style-type: none"> <li>- Tijerina and the Alianza</li> <li>- Self-help</li> <li>- Cesar Chavez</li> <li>- NFWA</li> <li>- Huelga</li> <li>- Grape boycott</li> <li>- Lettuce boycott</li> </ul>	<p>The student should be able to perform the following activities;</p> <ol style="list-style-type: none"> <li>1. In a one page paper, discuss the involvement of Reles Lopes Tijerina with the fight to regain land grant rights for Mexican Americans.</li> <li>2. In two or three paragraphs discuss the purpose for the formation of the NFWA.</li> <li>3. Write a one page biographical sketch of Cesar Chavez.</li> <li>4. Briefly discuss the success of the grape boycott and the failure of the lettuce boycott.</li> </ol>	<p><b>CONCEPT:</b></p> <p>The cause of many of these groups has been helped by newspaper and television coverage.</p> <p><b>OBJECTIVE:</b></p> <p>The student should be able to name some special qualities needed in order to be a newspaper reporter.</p>	<p><b>NEWSPAPER REPORTER:</b></p> <ol style="list-style-type: none"> <li>1. Reporters gather information, take notes, write news stories, interview individuals, etc.</li> <li>2. A college degree in journalism or liberal arts is preferred.</li> <li>3. Salaries usually range from \$5,200 to \$16,000 yearly. The very top may make up to \$100,000 yearly.</li> <li>4. The employment outlook in this field is excellent.</li> </ol>



## SUGGESTED TEACHING METHODS

## AUDIO-VISUAL AND RESOURCE MATERIALS

## TEACHER'S COMMENTS

## CURRICULUM:

1. Have students research and report to the class on the raid on the courthouse of Tierna Amarilla and the involvement of Tijerina. A good source is Peter Nabokov Tijerina and the Courthouse Raid.

2. Ask the class to debate the justification and the effectiveness of the major tactics of the U.F.W.A.'s strike: the boycott of grapes, the pilgrimage to the state capital, and the fast by Cesar Chavez. In terms of the union's commitment to non-violent protest, what suggestions would the class offer as to additional means of trying to obtain public support for their position?

## CAREER:

1. Arrange for a newspaper reporter to speak to the class about his work.

## CURRICULUM:

## CAREER:

1. School Counselor or Librarian:

SRA Occupational Brief # 216  
Dictionary of Occupational Titles  
Occupational Outlook Handbook

2. Write to:

American Newspaper Guild  
1126 Sixteenth Street, N.W.  
Washington, D.C. 20036

3. Harlandale Audio-Visual Center:

cassette tape-  
Cas.T.-44 Reporter

magnetic tape-

Mag.T.-263 Your Future as a Newspaper Reporter  
Mag.T. Newspaper Reporter

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
<p>"LA RAZA"- TODAY: SOCIAL AND POLITICAL ACTION</p> <p>- Background</p> <p>- Brown vs. Board of Education</p> <p>- 1964 Civil Rights Act</p> <p>- La Raza Unida Party</p> <p>- Rodriguez aftermath</p>	<p>The student should be able to perform the following activities:</p> <p>1. Briefly discuss the effects of <u>Brown versus</u> <u>Board of Education</u> on the education of the Mexican American.</p> <p>2. In a one page paper, discuss the influence of the Black Civil Rights Movement on the Mexican American Movement.</p> <p>3. List four goals sought by La Raza Unida Party.</p> <p>4. In two or three para- graphs, discuss the circumstances involved in the Rodriguez case.</p>	<p>CONCEPT: Fund raisers are an integral part of all political parties.</p> <p>OBJECTIVE: The student should be able to name at least three areas besides politics in which fund raisers are necessary.</p>	<p>FUND RAISERS:</p> <p>1. The professional fund raiser is a planner, an administrator, a supervi- sor, etc. He coordinates the activi- ties of the volunteers who actually do the soliciting.</p> <p>2. It is usually necessary to have a thorough high school and college education. Courses in psychology, statistics, accounting, business administration, economics, group dynamics, and sociology are helpful.</p> <p>3. Beginning salaries are usually around \$500 to \$550 a month. Very success- ful fund raisers may make as much as \$35,000 a year.</p> <p>4. The employment opportunities in this field are excellent.</p>

## SUGGESTED TEACHING METHODS

## AUDIO-VISUAL AND RESOURCE MATERIALS

## TEACHER'S COMMENTS

## CURRICULUM:

1. In a class discussion have students point out some basic misunderstanding between Afro-American and Mexican Americans and how these misunderstandings might lead to lack of coordination of civil rights campaigns.

2. Have students research how school systems are financed and how the Rodriguez case tried to show that this method is unconstitutional.

3. Have a student do a biographical sketch on Jose Angel Gutierrez.

## CAREER:

1. If possible, arrange to have a professional fund raiser speak to the class.

## CURRICULUM:

## CAREER:

1. School Counselor or Librarian:

SRA Occupational Brief # 353  
Dictionary of Occupational Titles  
Occupational Outlook Handbook

2. Write to:

American Association of Fund-Raising  
Counsel  
500 Fifth Street  
New York, New York 10036

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
MEXICAN-AMERICAN: WHAT IS HE?	The student should be able to perform the following activities:	CONCEPT:  Cultural anthropologist	CULTURAL ANTHROPOLOGISTS:
- Conservative	1. In a one page paper,	study the social history of	1. Anthropologists study cultures of
- Militant	discuss why someone who	an area or group to under-	many groups. The areas of study
- Political reform	wants the assimilation	stand the way of life.	might be art, language, religion, etc.
- "Gringo"	of the Mexican American		2. A graduate degree is usually required
- Cultural "labels"	into Anglo society is		for most positions in this field.
- Symbols	called a conservative.		3. The salary range is usually from
	2. Briefly discuss the	OBJECTIVE:  The student should be able	\$8,000 to \$20,000 +.
	origin of the term	to name two ways the	4. There are about 3,100 people in the
	"gringo."	findings of a cultural	field of anthropology. Out of this
	3. Make a list of six	anthropologist could	number, twenty percent are women.
	different labels used	help us.	
	by Mexican Americans to		5. The number of anthropologists is
	describe themselves.		expected to increase throughout
			the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"><li>1. Have a class discussion on the factors that permit some minority groups to preserve their customs and language over periods of time within a different culture. Compare with: Mayas of Mexico, Switzerland and its four languages and the Basques of Spain.</li><li>2. Assign a group of students to debate the meaning of "a good American." Ask those not participating to make a list of characteristics and to question the discussion group closely on their points.</li></ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"><li>1. Invite an anthropologist from one of the local universities to visit the class and discuss his work.</li></ol>	<p><b>CURRICULUM:</b></p> <p><b>CAREER:</b></p> <ol style="list-style-type: none"><li>1. School Counselor or Librarian: SRA Occupational Brief # 197 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></li><li>2. Education Service Center, Region 20: 16mm films- 8691 Man on the Land 8878 Prehistoric Images - The First Art of Man</li></ol> <p><b>3. References:</b></p> <p><u>Places and People</u> by Margaret Mead</p> <p>4. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Anthropologists</p>	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CULTURAL IDENTITY	The student should be able to perform the following activities:	CONCEPT:	TEACHER--ELEMENTARY AND SECONDARY:
- Traditions	1. In a one page paper,	Bilingual education is	1. Teachers instruct students, plan
- Crusade for justice	discuss some of the intrinsic values and traditions that Mexican Americans feel they should be respected by all Americans.	being implemented in many schools today.	and prepare lessons, give assignments, prepare and grade tests, keep records, etc.
- El Teatro	2. List four activities of the crusade for justice established in Denver, Colorado.	OBJECTIVE:	2. The minimum requirement is a bachelor's degree.
- Barrio newspapers	3. In a two page paper, discuss the pros and cons of the bilingual program.	The student should be able to name at least three areas of specialization for teachers. Examples: elementary, secondary, bilingual, kindergarten, special education, vocational education, music, college, etc.	3. Salaries vary according to the area in question. The range is usually from about \$5,000 to \$15,000 +.
- Bilingual education			4. The opportunities are good in some areas, other areas have an oversupply of teachers.



SUGGESTED TEACHING METHODS.	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
<p><b>CURRICULUM:</b></p> <ol style="list-style-type: none"> <li>1. Have the students work up and dramatize a skit where an all Spanish speaking first grade class is assigned a non-spanish speaking teacher.</li> <li>2. Debate the possible value of being able to converse in two different languages. Have students contribute personal experiences to this effect.</li> <li>3. Have students select a number of poems by Mexican American authors from such publications as <u>El Espejo</u> or <u>El Grito</u> for duplication and distribution to the class.</li> </ol> <p><b>CAREER:</b></p> <ol style="list-style-type: none"> <li>1. Have the students interview several teachers about their work.</li> </ol>	<p><b>CURRICULUM:</b></p> <p><b>CAREER:</b></p> <ol style="list-style-type: none"> <li>1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-35 High School Teacher</li> <li>2. School Counselor or Librarian: SRA Occupational Briefs # 5 and # 39 <u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u></li> <li>3. Write to: National Education Association 1201 Sixteenth Street, N.W. Washington, D.C. 20036</li> </ol>	

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## SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

- |                                                 |                                   |
|-------------------------------------------------|-----------------------------------|
| 1. Interviews                                   | 24. Resource person               |
| 2. Skits                                        | 25. Brainstorming                 |
| 3. Theme writing                                | 26. Games                         |
| 4. Bulletin Boards                              | 27. Research projects             |
| 5. Debates                                      | 28. Demonstrations                |
| 6. General Discussion                           | 29. Prepare lists                 |
| 7. Small group discussion                       | 30. Radio and Television Programs |
| 8. Committee work                               | 31. Projects                      |
| 9. Individual or group study                    | 32. Illustrations                 |
| 10. Oral reports                                | 33. Chalktalks                    |
| 11. Newspaper articles                          | 34. Panel discussions             |
| 12. Field trips                                 | 35. Make files                    |
| 13. Movies                                      | 36. Tests                         |
| 14. Filmstrips                                  | 37. Problem solving               |
| 15. Slides                                      | 38. Prepare charts and graphs     |
| 16. Overhead and/or<br>opaque projections       | 39. Window displays               |
| 17. Collect want ads                            | 40. Write letters                 |
| 18. Write want ads                              | 41. Assigned reading              |
| 19. Employment Security Commission<br>job lists | 42. Thought problems              |
| 20. Exhibits                                    | 43. Prepare speeches              |
| 21. Collect materials                           | 44. Notebooks                     |
| 22. Observation                                 | 45. Scrapbooks                    |
| 23. Role playing                                | 46. Lecture                       |

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

## CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

## OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

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36  
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Mr. Mel Huey El Paisano P. O. Box 155 Tolleson, Arizona 85353	Migrant Theater Bulletin 1524 A Berkeley Way Berkeley, California	Chicano Student 2808 Altura Street Los Angeles, California 90031
El Arizonese 104 S. Scott Avenue Tucson, Arizona 85701	El Malcriado Farm Workers Press P. O. Box 1060 California 93215	Inside Eastside P. O. Box 63273 Los Angeles, California 90063
El Sol 109 South Scott Avenue Tucson, Arizona 85701	Mr. Lyle R. Amlin The Healdsburg Tribune P. O. Box 517 Healdsburg, California 95448	East Los Angeles Tribune 4928 Whittier Blvd. East Los Angeles, California
Mr. Alberto M. Elias Old Pueblo Printers 255 South Stone Avenue Tucson, Arizona 85701	Grafica 705 N. Windsor Blvd. Hollywood, California 95448	El Hispano Americano 630 Ninth Street Sacramento, California 95818
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Mr. Julius Martinez Neighborhood Journal 2792 W. Alameda Denver, Colorado 80219	Mr. Alfredo Gonzalez La Opinion 1436 S. Main Street Los Angeles, California 90015	Dr. Alfredo Marquez America 2448 Mission Street San Francisco, California
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El Diario La Prensa  
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El Tiempo  
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7. American Federation of Labor and  
Congress of Industrial Organizations  
815 Sixteenth Street  
Washington, D.C. 20006
8. American Federation of Teachers  
1012 Fourteenth Street, N.W.  
Washington, D.C. 20005
9. American Historical Association  
400 A Street, N.W.  
Washington, D.C. 20003
10. American Newspaper Guild  
1126 Sixteenth Street, N.W.  
Washington, D.C. 20036
11. American Public Welfare Association  
1313 East 60th Street  
Chicago, Illinois 60637
12. American Society of Civil Engineers  
345 East 47th Street  
New York, New York 10017
13. American Society of Photogrammetry  
105 North Virginia Avenue  
Falls Church, Virginia 22046
14. Bureau of Customs  
Personel Division  
2100 K Street, N.W.  
Washington, D.C. 20226
15. National Architectural Accrediting Board  
521 Fifteenth Street, N.W.  
Washington, D.C. 20006
16. National Association of Broadcasters  
1771 N. Street, N.W.  
Washington, D.C. 20036
17. National Association of Professional Baseball  
Leagues  
720 East Broad Street  
Columbus, Ohio 43215
18. National Association of Real Estate Boards  
36 South Wabash Avenue  
Chicago, Illinois 60603
19. National Baseball Association  
2 Pennsylvania Plaza  
New York, New York 10001

## ORGANIZATIONS FOR CAREER INFORMATION

67

20. National Commission for Social Work Careers  
2 Park Avenue  
New York, New York 10016
21. National Customs Service Association  
420 Gardiner Drive  
Hillsmere Shores  
Annapolis, Maryland 21403
22. National Education Association  
1201 Sixteenth Street, N.W.  
Washington, D.C. 20036
23. National Football League  
410 Park Avenue  
New York, New York 10022
24. National Society of Fund Raisers  
10 East 49th Street  
New York, New York 10017
25. Organization of American Historians  
c/o David E. Miller  
Department of History  
University of Utah  
Salt Lake City, Utah 84112
26. Society for American Archaeology  
3700 Massachusetts Avenue, N.W.  
Washington, D.C. 20016
27. Society of American Archivists  
University of Michigan  
Rackham Building  
Ann Arbor, Michigan 48104
28. Society of American Registered Architects  
1821 Jefferson Place, N.W.  
Washington, D.C. 20036
29. U. S. Department of Health, Education and Welfare  
Office of Education  
Washington, D.C. 20202



# PERIODICALS FOR CAREER INFORMATION

1. AFL-CIO News  
815 Sixteenth Street, N.W.  
Washington, D.C. 20006
2. American Anthropologist  
3700 Massachusetts Avenue, N.W.  
Washington, D.C. 20016
3. American Antiquity  
3700 Massachusetts Avenue, N.W.  
Washington, D.C. 20016
4. American Archivist, The  
The National Archives  
Washington, D.C. 20408
5. American Federationist  
815 Sixteenth Street, N.W.  
Washington, D.C. 20006
6. American Heritage  
551 Fifth Avenue  
New York, New York 10017
7. American Historical Review  
866 Third Avenue  
New York, New York 10022
8. American Journal of Archaeology  
260 West Broadway  
New York, New York 10013
9. American Teacher  
1012 Fourteenth Street, N.W.  
Washington, D.C. 20005
10. Anthropological Quarterly  
620 Michigan Avenue, N.E.  
Washington, D.C. 20017

11. Bulletin, The  
500 Fifth Avenue  
New York, New York 10036
12. Current History  
1822 Ludlow Street  
Philadelphia, Pennsylvania 19103
13. Editor and Publisher  
850 Third Avenue  
New York, New York 10022
14. Engineering News Record  
330 West 42nd Street  
New York, New York 10036
15. Future Teachers of America Newsletter  
1201 Sixteenth Street, N.W.  
Washington, D.C. 20036
16. Grade Teachers  
23 Leroy Avenue  
Darien, Connecticut 06820
17. Journal of Architectural Education  
Association of Collegiate School of Architecture  
521 Eighteenth Street, N.W.  
Washington, D.C. 20006
18. Journal of Secondary Education  
1705 Murchison Drive  
Burlingame, California 94011
19. Journal of the American Institute of Architects  
1735 New York Avenue, N.W.  
Washington, D.C. 20006
20. NEA Journal  
1201 Sixteenth Street, N.W.  
Washington, D.C. 20035

21. National Future Farmer  
Alexandria, Virginia 22306
22. Nation's Agriculture  
1000 Merchandise Mart  
Chicago, Illinois 60654
23. Photogrammetric Engineering  
105 North Virginia Avenue  
Falls Church, Virginia 22046
24. Public Welfare  
1313 East 60th Street  
Chicago, Illinois 60637
25. Real Estate News  
600 West Van Buren Street  
Chicago, Illinois 60607
26. Social Work  
2 Park Avenue  
New York, New York 10016
27. Sporting News  
1212 North Lindberg Blvd.  
St. Louis, Missouri 63132
28. Sports Illustrated  
9 Rockefeller Plaza  
New York, New York 10020
29. Surveying and Mapping  
Box 470, Benjamin Franklin Station  
Washington, D.C. 20044

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Anderson, Joseph P. Opportunities in Social Work Careers. New York: National Vocational Guidance Manuals, 1963.

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- Real World of the Beginning Teacher. Washington: National Education Association, 1966.
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U.S. Customs and You. Washington: Government Printing Office.

Young Women in Architecture. (Reprint from Mademoiselle, May, 1966; 25c) Alumnae Advisory Center, Inc. Box AC, 541 Madison Avenue, New York, N.Y. 10022.

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## AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Age of Filibusters	FS	Associated Educators		C
Alamo, The	FS/Rec.	RMI Productions, Inc.		C
Americans Settle in Texas, The	FS	Ember Productions		C
Anthropologists	Mag.T.	Brown & Associates		
Architect	Cas.T.	Educational Progress Corp.		
Architects	Mag.T.	Brown & Associates		
Aztecs and Cortez, The	FS/Rec.	Family Filmstrip, Inc.		C
Coronado	FS	Encyclopedia Britannica Educational Corp.		C
DeLeon and DeSoto	FS	Encyclopedia Britannica Educational Corp.		C
Fourteen Ninety-Two, part 2	16mm	McGraw-Hill Textfilms	40 min.	C
Golf Professional	Cas.T.	Educational Progress Corp.		
High School Teacher	Cas.T.	Educational Progress Corp.		
Historians	Mag.T.	Brown & Associates		
James Bowie	FS/Rec.	RMI Productions, Inc.		C
Louisiana and Texas	FS	Curriculum Materials Corp.		C
Mexican War Diary, A	16mm	Coronet Films	16 min.	C
Mexico: The Land and Its History	FS/Rec.	International Communications Foundation		C
Missions of the Southwest	16mm	Arthur Barr Assn.	15 min.	C
Newspaper Reporter	Mag.T.	Brown & Associates		



## AUDIO-VISUAL SOURCE INFORMATION

COLOR OR  
B/W

TITLE

TYPE

SOURCE

TIME

Real Estate Salesman - Broker

Mag.T.

Brown &amp; Associates

Reporter

Cas.T.

Educational Progress Corp.

Sam Houston

FS/Rec.

RMI Productions, Inc.

Sam Houston

FS

Encyclopedia Britannica  
Educational Corp.

Social Service and the Social Worker

FS/Rec.

Eye Gate House, Inc.

Social Worker

Cas.T.

Educational Progress Corp.

Spain in the New World - Colonial Life  
in Mexico

16mm

Encyclopedia Britannica  
Educational Corp.

13 min.

Spanish Explorers, The

16mm

Encyclopedia Britannica  
Educational Corp.

14 min.

Spanish Influence in the United States

16mm

Coronet Films

10 min.

S. F. Austin

FS/Rec.

RMI Productions, Inc.

B/W

Story of H. DeSoto

FS

Svekon Films

C

Texans Under the Mexican Flag

FS

Associated Educators

C

Texas and the Mexican War

FS

Stillfilm Company

B/W

Texas Revolution, The

FS

Associated Educators

C

Texas Revolution, parts 1, 2, and 3, The

16mm

Consolidated Films

62 min.

Texas Wins Its Independence

FS

Encyclopedia Britannica  
Educational Corp.

C

Westward Movement, part 4, Texas and the  
Mexican War

16mm

Encyclopedia Britannica  
Educational Corp.

18 min.

C

Your Future as a Newspaper Reporter

Mag.T.

Guidance Associates

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Your Future as a Surveyor  KEY  FS ----- filmstrip FS/Rec. ----- filmstrip with record Mag.T. ----- magnetic tape Cas.T. ----- cassette tape 16mm ----- 16mm film	Mag.T.	Guidance Associates		